Unit Plan Unit: Constitution/Principles of Constitution and Roles and Powers of the three branches of government Dates: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

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| Enduring Understanding: (What should the student walk away with from this unit so that 20 years from now, she/he still recalls it?  **Why are separation of powers and checks and balances a significant part of our government (Constitution)?**  **What are the roles and powers of the three branches of the federal government?** |  | Standards/Objectives:  **Strand 3: Civics/Government**  **Concept 2: Structure of Government**  **PO 1**. **Describe the following principles on which the Constitution (as the Supreme Law of the Land) was founded:**   1. **federalism (i.e., enumerated, reserved, and concurrent powers)** 2. **popular sovereignty** 3. **Separation of Powers** 4. **checks and balances** 5. **limited government** 6. **flexibility (i.e., Elastic Clause, amendment process)**   **PO 2. Differentiate the roles and powers of the three branches of the federal government.** |
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| Essential Questions: (What are the open ended critical thinking questions that bring relevance to this content?)  **What limitations/controls are necessary to sustain an effective/efficient government?**  **How does the Constitution of the United States meet the needs of the people?** |  |

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| Assessments: | (End of the unit test, journal entry, presentation, essay, project, make sure each is aligned to a unit objective. )  **Homework Assignments:**  **Seven Principle Sheet – matching**  **Article 1 Sheet – true/false**  **Article 2 Sheet – multiple choice**  **Article 3 Sheet – true/false**  **ISN (Interactive Student Notebook) pages**  **Short Answer question assessment following each section (principles and articles)** |  | Student Tasks | (What are student big tasks for this unit of learning?)  **Students will record notes in their ISN (Interactive Student Notebook). After recording teacher supplied notes students will apply information to write summaries and visually represent information. Additionally students will create Thinking Maps to display relevant information.** |
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Instructional Delivery

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| **Objective(s):** | **Direct Instruction Methods** | **Inquiry** |
| **TSW describe the principles on which the Constitution was founded** | **Teacher will provide notes for ISN describing the seven principles of the constitution** | **TSW create a poster of one of the principles in small groups (4 to 5 students)** |
| **TSW differentiate the roles and powers of the three branches of the federal government** | **Teacher will provide notes for ISN describing the roles and powers of each branch of the federal government. The Creating America textbook will be utilized in class during instruction. Student will complete homework assignments which reinforce classroom instruction.** | **Circle Maps, Double Bubble, and Tree Maps will be created to illustrate the relevant information pertinent to the three branches of government.** |